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ABSTRACT

Gender stereotyping is endemic to British culture, and traditional male and female stereotypes have long been a feature of the reading material used in school classrooms. Although educators and publishers are becoming more sensitive to gender issues, and deliberate differentiation by gender has largely stopped, fundamental inequities may continue in the school culture. This book considers theory, history, and social context in an exploration of the debate about gender issues in the schools. A look at the history of the educational system reveals that women have traditionally occupied a subordinate place in teaching and have occupied relatively few administrative positions. Examination of student outcomes from a local study of seven Scottish secondary schools demonstrates that female students still receive less attention than boys and that gendered patterns of achievement and subject choice continue. In spite of the lip service given to gender equality in the schools, girls often follow one curriculum and boys another. These gendered curriculum tracks are linked to different educational and occupational aspirations for girls and boys. (Contains 27 tables and 87 references.) (SLD)

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